

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

Teacher Domains	Teacher Components	Other Professional Domains	Instructional Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating knowledge of current trends in specialty area and professional development • Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program • Establishing goals for the instructional support program appropriate to the setting and the teachers served • Demonstrating knowledge of resources both within and beyond the school and district • Planning the instructional program integrated with the overall school program • Developing a plan to evaluate the instructional support program
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 	Environment	<ul style="list-style-type: none"> • Creating an environment of trust and respect • Establishing a culture for ongoing instructional improvement • Establishing clear procedures for teachers to gain access to the instructional support • Establishing and maintaining norms of behavior for professional interactions • Organizing physical space for workshops or training
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> • Collaborating with teachers in the design of instructional units and lessons • Engaging teachers in learning new instructional skills • Sharing expertise with staff • Locating resources for teachers to support instructional improvement • Demonstrating flexibility and responsiveness
Professional	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records 	Professional	<ul style="list-style-type: none"> • Reflecting on practice • Preparing and submitting budgets and reports

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Teacher Domains	Teacher Components	Other Professional Domains	Instructional Specialists Components
Responsibilities	<ul style="list-style-type: none"> Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism 	Responsibilities	<ul style="list-style-type: none"> Coordinating work with other instructional specialists Participating in a professional community Engaging in professional development Showing professionalism including integrity and confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	Therapeutic Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> Knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license Establishing goals for the therapy program appropriate to the setting and the students served Demonstrating knowledge of District state and federal regulations and guidelines Demonstrating knowledge of resources both within and beyond the school and district <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i> Developing a plan to evaluate the therapy program
Classroom Environment	<ul style="list-style-type: none"> Creating an environment of respect and rapport Establishing a culture of learning Managing classroom procedures 	Environment	<ul style="list-style-type: none"> Establishing rapport with students Organizing time effectively Establishing and maintaining clear procedures for referrals Establishing standards of conduct in the treatment center Organizing physical space for testing of students and providing therapy

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Teacher Domains	Teacher Components	Other Professional Domains	Therapeutic Specialists Components
	<ul style="list-style-type: none"> Managing student behavior Organizing physical space 		
Instruction	<ul style="list-style-type: none"> Communicating with students Questioning and discussion techniques Engaging students in learning Using Assessment in instruction Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> Responding to referrals and evaluating student needs Developing and implementing treatment plans to maximize student s success Communicating with families Collecting information; writing reports Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on practice Collaborating with teachers and administrators Maintaining an effective data management system Participating in a professional community Engaging and professional development Showing professionalism including integrity advocacy and maintaining confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	<ul style="list-style-type: none"> Knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes 	Planning and Preparation	<ul style="list-style-type: none"> Demonstrating knowledge and skill in using psychological instruments to evaluate students Demonstrating knowledge of child and adolescent development and psychopathology

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Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
	<ul style="list-style-type: none"> • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 		<ul style="list-style-type: none"> • Establishing goals for the psychology program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district • Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention • Developing a plan to evaluate the psychology program
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 	Environment	<ul style="list-style-type: none"> • Establishing rapport with students • Establishing a culture for positive mental health throughout the school • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the testing center • Organizing physical space for testing the students and storage of materials
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> • Responding to referrals consulting with teachers and administrators • Evaluating student needs and compliance with national Association of school psychologists NASP guidelines • Chairing evaluation team • Planning interventions to maximize student's likelihood of success • Maintaining contact with physicians and community mental health service providers • Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records 	Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on practice • Communicating with families

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	<ul style="list-style-type: none"> Communicating with families Participating in a professional community Growing and developing 		<ul style="list-style-type: none"> Maintaining accurate records Participating in a professional community Engaging in professional development Showing professionalism

Teacher Domains	Teacher Components	Other Professional Domains	School Counselors/Social Workers Components
Planning and Preparation	<ul style="list-style-type: none"> Knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> Demonstrating knowledge of counseling theory and techniques Demonstrating knowledge of child and adolescent development Establishing goals for the counseling program appropriate to the setting and the students served Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district Plan in the counseling program integrated with the regular school program Developing a plan to evaluate the counseling program
Classroom	<ul style="list-style-type: none"> Creating an environment of respect and rapport 	Environment	<ul style="list-style-type: none"> creating an environment of respect and rapport

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Teacher Domains	Teacher Components	Other Professional Domains	School Counselors/Social Workers Components
Environment	<ul style="list-style-type: none"> Establishing a culture of learning Managing classroom procedures Managing student behavior Organizing physical space 		<ul style="list-style-type: none"> Establishing a culture for productive communication Managing routines and procedures Establishing standards of conduct and contributing to the culture for student behavior throughout the school Organizing physical space
Instruction	<ul style="list-style-type: none"> Communicating with students Questioning and discussion techniques Engaging students in learning Using Assessment in instruction Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> Assessing student needs Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs Using counseling techniques in individual and classroom programs Brokering resources to meet needs Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on practice Maintaining records and submitting them in a timely fashion Communicating with families Participating in a professional community Engaging in professional development Showing professionalism

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Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process • Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs • Supporting Instructional Goals • Instructional resources and technology • Instructional services • Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies • Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion • Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of 	Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Interpersonal relations • Student interactions

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	learning <ul style="list-style-type: none"> Managing classroom procedures Managing student behavior Organizing physical space 		<ul style="list-style-type: none"> Staff interactions Establishing a Culture for Learning Ethos Expectations for learning Managing Library Procedures Circulation procedures Scheduling procedures Managing student behavior Expectations Monitoring of student behavior Response to misbehavior Organizing physical space Safety Traffic flow Self-directed use Consideration of functions Flexibility
Instruction	<ul style="list-style-type: none"> Communicating with students Questioning and discussion techniques Engaging students in learning Using Assessment in instruction Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> Communicating Clearly and Accurately Directions and procedures Use of different methods Using Questioning and Research Techniques Quality of questions Research techniques Student inquiry Engaging Students in Learning Instructional materials and resources Expectations for students Assessment in Instruction (whole class, one-on-one and small group)

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Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components
			<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress • Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence
Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on Practice • Reflection • Vision • Change • Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data • Communicating with School Staff and Community • Information about the library program • Advocacy • Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues • Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession

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			<ul style="list-style-type: none"> • Collection Development and Maintenance • Assessment • Selection Weeding • Managing the Library Budget • Data driven decisions • Budget development • Record keeping • Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation • Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality